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ABSTRACT

This report, prepared by students of the College of Education at Cleveland State University, evaluates the Cleveland Urban Learning Community (CULC), a secondary school dedicated to building a sense of community by matching student interest with student learning, and encouraging tolerance for cultural diversity. The evaluation sought to measure the school's achievement for each of its stated goals as well as its ability to assess student academic progress. Students, school staff, parents, graduates, and community members involved with the school were interviewed. Interview results indicate that there is overall satisfaction with the CULC as a community building experience. In regard to congruence between curriculum and student interests, data show that students' interests are given full attention. The paper states that CULC has little or no systematic approach for determining students' academic progress. Finally, concerning the school's goal of encouraging tolerance, it is said that the school's commitment is clearly evidenced in school activities, and the students evince an appreciation of cultural diversity. The appendix contains evaluation materials, including interview questions and answers. (APH)

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EVALUATION REPORT

CLEVELAND URBAN LEARNING COMMUNITY (CULC)

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Prepared and Submitted by Students
at Cleveland State University
in partial fulfillment of the requirements for
EDB 589
Program Planning and Evaluation for Managers of Volunteers
Instructor: Dr. Marvin Pasch

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BACKGROUND REMARKS

There are multiple purposes for any evaluation. The stated purposes of this evaluation report are:

1. To provide observations, conclusions and recommendations from a group of outside educators to assist the CULC community to assess performance and plan for the future and

2. To use the evaluation report in planning future projects which may or may not be funded from outside sources. CULC's long range plans of providing alternative secondary education to metropolitan students is dependent on adequate funding to assure the continuation of its academic, social and community-related program goals. This evaluation report seeks to enhance and improve the quality of alternative secondary education which CULC provides in the greater Cleveland area.

Between 1971 and 1974, yearly evaluations of CULC were done to provide information for program improvement. In 1974, "A Review of Three Alternative Schools in Greater Cleveland: Promising Practices and Feasibility Issues" focused on "gathering information about the staging, substance and governance of CULC from the people involved with CULC: the students, staff, resources and parents."[1] The judgment of the evaluating team in 1974 reflected that "in the final analysis, perhaps CULC <u>is</u> a promising practice."[2] However, nearly six (6) years have passed since the viability of CULC has been examined.

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1 Barton, Eugene and Tanner, James R., "A Review of Three Alternative Schools in Greater Cleveland: Promising Practices and Feasibility Issues, "Prepared by United Independent Schools of East Cleveland, Cleveland Urban Learning Community and Urban League Street Academy, Cleveland, Ohio, 1974, p. 26.

2 Ibid, p. 29.

INTRODUCTION: THE CLEVELAND URBAN LEARNING COMMUNITY (CULC)

Descriptive Characteristics

The Cleveland Urban Learning Community (CULC) was founded in 1970 by the Jesuit Order and Father Thomas Shea, F.J., CULC's first director. Mr. Chuck Smith is the current director of CULC. CULC is headquartered within the downtown YMCA at 2200 Prospect Avenue, Cleveland, Ohio. This location is near Cleveland State University, the metropolitan campus of Cuyahoga Community College and the downtown Cleveland area as well.

Funding for the continuing operation of CULC is realized through local foundations, private donations and student tuition. The CULC student tuition is based on a sliding scale so that no potential student is denied admission based on inability to pay. CULC students are cho·sen on a first come, first served basis. The present and active CULC students, of which there are some fifty (50) to sixty (60), represent various racial, cultural, sexual, social, economic and religious groups. Although CULC claims an equal balance of males to females in its student population, the racial balance is not quite so equitable; at least 80% of the students are white. Since CULC's beginning, the school has experienced changes in directors (five (5) directors in ten (10) years), staff members, resource persons and site locations. Through these changes, however, CULC claims that its major purposes have remained constant. The major purposes include the building of a sense of community, the matching of individual student interests to individual student learning, and the encouraging of tolerance for diversity among people.

The CULC curriculum emphasizes three directions: resource-assisted learning, independent study, and the humanities program. Resource-assisted learning refers to learning through persons in the greater Cleveland community (resources) sought out by the CULC student to assist that student in learning in his or her interest area. Examples of resource-assisted courses as developed by resources and students together include: "self defense," "survival in the woods," "gardening," and "auto mechanics and repair."

CULC is described as a "school without walls" where students pursue their own learning interests as well as gain exposure to other possible interest areas not known to the student when he enters the school.

Independent studies is that learning which a CULC student pursues within his or her prescribed interest areas and goals. Examples of independent study courses include "human liberations," "independent reading," (of student-selected readings) and "journal writing." The humanities program required of every CULC student is used as an "appetizer" in exposing the CULC student to a variety of possible interest areas.

Genesis of Evaluation

Mr. Chuck Smith, the present director of CULC, approached the College of Education at Cleveland State University with the request that the University do an evaluation of CULC. Dr. Marvin Pasch, chairman of Curriculum and Foundations at the University, was presented with the evaluation task in the winter of 1980. Dr. Pasch presented this CULC evaluation task as a course

offered for graduate, undergraduate and continuing education credit at Cleveland State University's Spring Quarter, 1980. The course began on May 2, 1980 with eleven (11) student evaluators. Three (3) of these student evaluators are graduate students in post-secondary education at Cleveland State and the remaining eight (8) student evaluators are administrators of volunteer programs in different community settings. Of these remaining eight (8) students, five (5) took the course for graduate credit, one (1) for undergraduate credit, and two (2) for continuing education units. The CULC evaluation group had very little knowledge of CULC prior to May 1980. During class times (five (5) Fridays in May and June 1980) the evaluators and Dr. Pasch met with CULC personnel and students and completed their report on 7-1-80. The design chosen to guide the study follows in the next section of this report.

EVALUATION DESIGN

Characteristics of Design

The overall goal of this evaluation was to determine to what degree CULC was successful in accomplishing its four tasks and objective clusters:

1. To involve its membership in a community-building experience;
2. To provide a high congruence between the students' needs and interests and the curriculum;
3. To provide a structural, systematic approach to ascertaining students' progress in academic competence; and
4. To encourage appreciation for and tolerance of diversity among people.

Each of the four (4) clusters is followed by related performance measures used to gather data (see design on following page). These measures included interviews of a random sampling of parents, students, graduates and resource persons of CULC, as well as interviews with the CULC staff and the accreditation person for CULC at St. Ignatius High School. Interviews were conducted by phone and in person. Other methods used were the examination of student logs, student records, list of guest speakers and the topics they treated, CULC promotional materials, and the demographics of CULC students.

The performance standards were set in conjunction with the CULC staff. The acceptable percentages for consistency of definitions, for expression of "community," for expression of positive feelings about the experience of community, and for expression of a high congruence between student needs and interests and the curriculum were determined. Also used as performance standards were printed and recorded evidence in such areas as the development of

community, the conscious efforts to develop and to tolerate diversity in the CULC community, and the presence of records that indicated academic progress, student need fulfillment and evaluative methods.

Flow Chart

The flow chart on the following page delineates tasks and objectives, performance measures and performance standards.

Evaluation Design

To Evaluate the Cleveland Urban Learning Community (CULC)

Tasks and Objectives	Performance Measures	
I. Determine to what degree the CULC experience is perceived as a "community experience" by: A. contacting present students, both active and non-active, to determine 1. the consistency of their description and/or definition of "community building" 2. the strength of their feelings that CULC is successful in building community. B. questioning staff about their perceptions of CULC as a community building process by: 1. examining the strength of their feelings that CULC is successful in building community 2. asking if there are any observable indicators in student attitudes as a result of the CULC experience C. contacting graduates of CULC about their perceptions of community during their CULC experience to determine 1. the consistency of their description and/or definition of "community building" 2. the strength of their feelings that CULC is successful in building community. D. questioning some parents of CULC students to ascertain their perception of CULC as a community building experience by 1. asking their involvement with CULC 2. asking their definition of "community at CULC" 3. asking their observations of their child's sense of community at CULC.	Interviewing a representative sample of the CULC community in person or by telephone	Consistency in meaning of community building from 70-80% present students 70-80% graduates 15-25% parents
	Interviews and examination of student logs	
	Interview staff and examine promotional materials	Printed evidence that community building is an expressed goal used to recruit CULC members
	Interview some graduates of CULC	An expression of positive feelings about experiencing community from 100% staff 70-80% present students 70-80% graduates 15-25% parents
	Interview parents of present CULC students.	
II. Demonstrate a high congruence between the CULC curriculum and the expressed needs and interests of the CULC student by: A. asking how staff and present students define and determine "student interest" B. examining the process for determining the curriculum to match expressed needs and interests of students.	Interview staff members	An expression of high congruence of needs and curricular choices from 75-85% staff 75-85% students
	Interview students and examine logs and contracts	
	Interview past students	Recorded evidence that needs and interests are matched with curriculum.
III. Determine if CULC has a structural, systematic approach to ascertaining CULC students' progress in academic competence by examining progress in: A. basic academic skills B. problem-solving skills C. life-coping skills	Review student records	Evidence of records that show progress
	Interview staff regarding methods of evaluation	Recorded evidence of evaluative methods being used
	Interview resource persons for methods of assessing progress in competence	Criteria used by St. Ignatius High School for accrediting CULC students
	Interview Alan Wilhelm, the person in charge of accreditation of CULC	
IV. Determine how successful the efforts of CULC's present and extended community have been to encourage diversity by examining: A. the representation by socio-economic, racial, ethnic, religious and sexual diversity B. the tolerance of diversity C. the methods used to encourage diversity D. students' self concept and personal satisfaction.	Examine logs, review speaker and topic list for development of diversity and tolerance	Printed and/or recorded evidence of conscious efforts to develop and tolerate diversity in the CULC community
	Examine records and PR materials for expressions of diversity	
	Examine past and present demographics of CULC students	Demographic evidence of diversity.

INFORMATION COLLECTION

The chart which describes the process of information collection is seen on the following page. Instruments used to collect data as well as a compilation of the data collected is found in Appendix B of this report.

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

INFORMATION COLLECTION

Information Gathered	Source of Information	Means of Information Gathering
I. The degree to which CULC is felt, perceived to achieve a "community building" experience for its students	Present students - active	In person interviews from random samplings
		Telephone interviews from random samplings
		Examination of student logs
	Present students - non-active	In person interviews from random samplings
		Telephone interviews from random samplings
		Examination of student logs
	CULC Staff	In person interview
		Examination of promotional materials
	CULC Graduates	Telephone Interview
	Parents of CULC Students	Telephone Interview from Random Sampling
II. The level of congruence between the CULC curriculum and the expressed needs and interests of the CULC student	Students	In person interviews from random sampling
		Telephone interview from random sampling
		Examination of student logs
	Past students	Telephone interview from random sampling
	Staff members	In person interview
III. The existence of a structural, systematic approach to ascertaining CULC students' progress in academic competence	CULC Staff	In person interview
		School records
	Resource Persons	Telephone interview from random sampling
	Alan Wilhelm	Interview
	Student records	Examination of student records
IV. The degree of success in encouraging diversity	Student logs	Examination of student logs
	Speaker and topic list	Examination of speaker and topic list
	Student records	Examination of student records
	Public relations materials	Examination of public relations materials

DATA ANALYSIS

Introductory Remarks

Sixty-five (65) interviews were conducted and fifteen (15) student logs were examined by three independent investigators to gather material necessary to carry out the stated tasks and objectives of the evaluation (see evaluation design). The breakdown of the interviews is as follows:

Students: Nineteen (19) randomly selected students were interviewed out of sixty (60) total, (ten (10) in person, nine (9) by telephone)

Parents: Sixteen (16) interviewed out of sixty (60) total (by telephone)

Staff: Nine (9) interviewed out of ten (10) total, (three (3) in person, six (6) by telephone)

Graduates: Seven (7) interviewed out of seventy-two (72) total (by telephone)

Resource Persons: Thirteen (13) interviewed out of twenty-four (24) total (by telephone)

St. Ignatius Accreditation: One (1) interviewed out of one (1) total (in person)

All questions on interview forms were assigned to one of the four general task and objective clusters. (See tasks and objectives of Evaluation Design). It was then necessary to make a fifth general heading for questions that related to more than one of these original forms. Samples of the kind of questions that were assigned to the fifth heading include: Any additional comments? Would you choose CULC again? What did you gain by attending CULC? What did you miss by attending CULC?

Analysis of Task and Objective Cluster #1: Community-Building

The first area of evaluation sought to determine to what degree the CULC

experience is perceived as a "community experience" by present students, staff (teacher/counselor/administrator) graduate students and parents of students. Nineteen (19) (current) student interviews were conducted, (ten (10) of these in person and nine (9) by telephone) and fifteen (15) student logs were examined in an attempt to determine:

1. The consistency of their description and/or definition of community-building and
2. The strength of their feelings that CULC is successful in building community.

Student responses to the question requiring a definition of community-building were individualistic and different, but the words/phrases were 90-95% positive in tone--confidence, self-awareness, concern and understanding. In asking six (6) questions pertaining to community building that could be answered on a scale of one (1) to ten (10), (ten (10) being strong), the means were 5.5, 7.4, 7.4, 7.6, 7.7 and 9.3 (see Graph 1 in Appendix A). The overall mean of the six (6) questions was 7.3. The questions with the lowest mean (5.5) related to how much students felt they were helping to build a sense of belonging for others at CULC. The question with the highest mean (9.3) related to how much students felt that CULC teachers and other staff members helped them develop a sense of belonging. The student logs were examined by three (3) independent observers who found positive references to community-building in 40 to 60 percent of the logs examined.

Nine (9) staff (teacher, counselor, administrator) members were interviewed (three (3) in person and six (6) by telephone) about their perceptions of CULC as a community-building process by:

1. Examining the strength of their feelings that CULC is successful in community-building and

2. Asking if there are any observable indicators in student attitudes as a result of the CULC experience. CULC promotional material was also reviewed and no printed evidence that community building is an express goal used to recruit CULC students was found.

In response to the three (3) questions pertaining to CULC's success in building community, two (2) of which could be answered on a scale of one (1) to ten (10), (ten (10) being strong), the respective means were 7.0 and 8.5 (see Graph 2 in Appendix A). The overall mean of the two (2) questions was 7.8. Eight (8) of the nine (9) interviewed staff members indicated interpersonal contact by phone and face-to-face with students outside of class hours for (frequent) supportive personal and academic counseling and (rare) social interaction. This statement seems to indicate that CULC staff perceives the staff/student relationship as an integral part of the CULC community experience.

In an effort to determine what degree the CULC experience is perceived as a community experience by its graduates, seven (7) graduates (from 1972 to 1978) were contacted about their perception of community during their CULC experience.

A description/definition of community-building was not included on this interview form. However, the strength of graduate students' feelings that CULC is successful in building community was measured on a scale of one (1) to ten (10). The overall mean was 9.3 as may be seen in Graph 3 in Appendix A.

In another effort to determine to what degree the CULC experience is perceived as a "community experience," sixteen (16) telephone interviews were

conducted with parents to ascertain their perception of CULC as a community-building experience. Although a specific definition or description of "community at CULC" was not included on this interview form, three (3) separate questions indicated a 6.5 mean standard of success in community-building by parental perceptions. The means were 5.5, 4.0 and 9.0 respectively; the lowest mean (4.0) reflects the perceived degree of individual parental involvement in building community spirit. The highest mean (9.0) reflects how well parents think CULC does in building community spirit. This latter mean may be interpreted as a parent's observation or as related through the student/child. Parental involvement at CULC is perceived to be less than optimal (as shown in Graph 4 of Appendix A). Parental volunteering at CULC is also lower (4.5) than what seems to be desired by the staff, according to the parents queried. The overall mean for parental perception of the CULC experience as a "community experience" is 5.5.

In summary, the degree to which the CULC experience is perceived as a "community experience" by students, staff, graduates and parents is reflected below:

The mean scores of relevant interview forms are: students: 7.3, staff: 7.8, graduates: 9.3, and parents: 5.5.

Although the range of means stretches from 5.5 to 9.3, the mean for the above representative groups is 7.5, which suggests that CULC students, staff, graduates and parents perceive the CULC experience as a positive "community experience."

Analysis of Task and Objective Cluster #2: The Curriculum

The evaluation explored whether there was a high congruence between the CULC curriculum and the expressed needs and interests of the CULC student. This was done by

1. Asking how staff and present students define and determine "student interests."
2. Examining the process for determining the curriculum to match expressed needs and interests of the students.

Of nineteen (19) students interviewed, the data source included nine (9) staff interviews; seven (7) graduate interviews; nineteen (19) student interviews; fifteen (15) student logs. Question number eight (8) on parent interview also related to this part of the evaluation. Of nineteen (19) students interviewed, there is strong indication that students see the curriculum meeting their expressed interest and needs. In asking students six (6) questions pertaining to curriculum and student interest that could be answered on a scale of one (1) - ten (10) (ten 10 being strong) the means were 9.0, 9.3, 9.0, 9.0, 8.3, 9.0. The overall mean of the six (6) questions was 8.9. One (1) question directed toward graduates of CULC and their opinion of how curriculum met student interests and needs received a rating of 9.5. Staff asked to comment on curriculum meeting students' interests and needs gave a rating of 7.2. In this same area parents gave a rating of 9.0. Staff indicated that there was great dependence on students' expressed needs and interests. Six (6) (of nine (9)) staff members indicated satisfaction in area of basic skills.

In asking students a question regarding their involvement in the process of determining the curriculum, there was a positive response. Indication of involvement was expressed by students and carried out in five (5) stages:

1. A determination of personal preferences was established.
2. Communications with others in the CULC community took place.
3. Exploration of areas of its study was undertaken.
4. Time was allowed for trial and error.
5. Students negotiated contract with resource.

Staff has primary role in first stage.

In reviewing the logs it appears the CULC does relate the curriculum to a student's interests and to the needs as a student perceives them at that particular moment.

Analysis of Task and Objective Cluster #3: Systematic Process of Evaluation

The next area of evaluation sought to determine if CULC has a structural systematic approach to ascertaining CULC students' progress in academic competence by examining progress in 1. basic academic skills, 2. problem-solving skills, and 3. life-coping skills. The data sources used were fifteen (15) students logs, nine (9) staff interviews, thirteen (13) resource person interviews and one (1) personal interview with Allen Wilhelm, the Assistant Principal at St. Ignatius High School, in charge of accreditation of CULC.

In analyzing the student logs, three (3) independent evaluators found little or no evidence of any structured or systematic approach to progress being made in basic academic, problem-solving, or life-coping skills. Records from previous educational institutions varied from extensive to nil. There is an attempt to ascertain basic levels of competency at intake in areas of verbal English, math and U.S. Government, yet there is no evidence of staff

follow-up when deficiencies are found. Students' written material such as logs and contracts show no attempt by staff to evaluate progression in individual students in gaining more competency in basic academic skills. However, logs do show progression in interest areas pursued by the student and, in some, increase in problem-solving and life-coping skills. However, CULC indicates no systematic evaluation of progress in these important life skills. Apparently CULC does have a "credit attained" form, but its use fluctuates. No standardized system for assignment of credit can be found. Generalized comments concerning personality traits and interpersonal relationships at CULC abound in both credit-attaining forms and (most often) in letters addressed to parents.

Unfortunately, the CULC staff was not questioned about their methods of evaluating a student's progress in academic, problem-solving, and life-coping skills. However, some resource persons indicated that there was no specific requirement (or evaluation instrument) for assessing student progress even though student logs do show accomplishments in interest areas. Perhaps it should be noted, though, that there is such an instrument available at CULC.

The personal interview with Allen Wilhelm, Assistant Principal of St. Ignatius High school, revealed that a student recommended for graduation by the CULC staff satisfied St. Ignatius requirements for graduation by his (Wilhelm's) personally reviewing transcripts with the director of CULC. Mr. Wilhelm is given the student's file with courses taken and he then validates the number of credits with the director of CULC. It is assumed that CULC students do not have to meet the same general standards as do the students at St. Ignatius. It has also been assumed that the CULC students achieve minimum State of Ohio requirements.

On a scale of one (1) to ten (10), (ten (10) being very comfortable), Mr. Wilhelm was asked how comfortable he is with his role in certifying program completion for a CULC student. His answer was "six" (6). Wilhelm's personal relationship with CULC staff is fine and good. However, the institutional relationship between St. Ignatius and CULC could be improved and enhanced according to Wilhelm. There is not an on-going day-to-day relationship between the two schools. The official liaison between St. Ignatius and CULC is the principal. The Board of Regents at St. Ignatius has responsibility for CULC and has delegated its authority to the St. Ignatius principal and CULC itself. Wilhelm's closing comment was that CULC is a credit to itself and to St. Ignatius and to the fact that St. Ignatius had foresight ten years ago to lend its name to the alternative school. He would like to have had more continuity in directors.

Analysis of Task and Objective Cluster #4: Encouragement of Diversity

The evaluation determined how successful the efforts of CULC's present and extended community have been to encourage diversity. This was done by examining 1. The representation by socio-economic racial, ethnic, religious and sexual diversity. 2. The tolerance of diversity. 3. The methods used to encourage diversity and 4. Students' self concept and personal satisfaction. The data source included fifteen (15) student logs, speaker and topic list, PR materials, demographics of students, sixteen (16) parents/parenting interviews, seven (7) graduate interviews, nine (9) staff interviews. The fifteen (15) student logs examined demonstrated a commitment to diversity and multi-cultural goals by humanities presentations, field trips, and films. Speaker and topic list for development of diversity and tolerance were not

provided by CULC. Of public relations materials examined, some specifically indicated expressions of diversity.

Using data provided by CULC, the evaluation team examined past and present demographics of CULC students. There appears to be a trend toward more white students vis-a-vis minority students. Data compiled through student interviews revealed sex and age diversity. There is also diversity in last grade attended in typical school and diversity in years of attendance at CULC (see Table 1). One question asking CULC graduates to rate on a scale of one (1) to ten (10) (ten (10) being strong) the success of CULC staff in encouraging tolerance and respect for diversity among people received a 9.5. Parents gave a 9.5 rating regarding their child's respect for the differences in others. Another parent question dealing with tolerance rated a nine (9). Staff asked a similar question gave an 8.5 rating (see Graph 6). The overall mean was 9.1.

Additional Analysis

Additional areas were probed which did not relate directly to the four (4) objective clusters. Samples of kinds of questions asked of representatives of the CULC community are:

1. Any additional comments?
2. Would you choose CULC again?
3. What did you gain by attending CULC?
4. What did you miss by attending CULC?

Thirteen (13) resource persons, nine (9) staff, seven (7) graduates, sixteen (16) parents and nineteen (19) students were asked the type of questions described above. Ninety percent of the resource persons would be involved again and felt the CULC experience provided opportunities in which students would not be able to be involved in the typical school setting. In asking staff similar questions, eight (8) stated they would teach again at CULC. The staff felt there were strong interpersonal relationships which were a direct result of the type of structure at CULC and also felt that this type of program encourages growth of the total person. All of the graduates said they would attend CULC again if they had to do it over and felt that every effort had been made to meet their emotional needs. The graduates concurred that the program lacks structure and the presentation of academic skills. Of the parents interviewed, thirteen (13) stated they would send their children to CULC again and two (2) stated they would not. Although the parents had a low level of involvement they expressed positive feelings about the school. There apparently was little staff - parent contact. The parents felt a need for improvement in the area of basic skills and structure. Parents seemed sensitive to the fact that CULC was experiencing financial difficulty. Of the students interviewed, fourteen (14) would choose to go to CULC again and three (3) would not repeat the experience. The students appreciated the diversity and the freedom to pursue a practical education. They felt achievement not competition was stressed. They liked the flexible time frame and many expressed the fact that they missed receiving basic academic skills and would suggest more structure. On a scale of one (1) to ten (10) in rating satisfaction with CULC, the students gave a rating of 9.0.

EVALUATION FINDINGS

A. Conclusions

In regard to whether the CULC experience is perceived as a "community experience:"

In general, the interviews reflected a strong positive attitude and support of community building efforts of the CULC community. However, there seems to be a lack of explicitness, clarity and commonality in the definitions/descriptions of "community-building" itself. This fact is evidenced by a wide range of descriptive words or phrases about "community-building." Nonetheless, the quality of alternative secondary education at CULC appears to be influenced and enhanced by CULC students' and staff's sense of community.

There appears to be a degree of tension between the actual amount of parental involvement with the CULC community and the amount of parental involvement which CULC staff has reportedly encouraged. Perhaps this tension can be explained in terms of unclear expectations of involvement by both staff and parents.

Overall satisfaction with the CULC experience as a "community experience" by all groups interviewed should be noted and emphasized. Community-building at CULC seems to foster personal growth and development of CULC students and staff and is perceived as an integral part of the learning process in the CULC environment.

In regard to congruence between curriculum and needs/interests of the students, it appears that students' interests are given full attention and are being met. In addition, emotional needs are apparently being met. We have concern that academic needs (language arts and math) are not being met. Students do not necessarily perceive their own academic competency needs.

In regard to ascertaining students' progress in academic competence:

CULC has little or no evidence of a structured and systematic appoach to determine if a student has made progress in basic academic skills, problem-solving skills and life coping skills. Students and staff and parents have implied that much progress is apparent in the personal growth and development areas, but specific progress in academic areas is more difficult to ascertain. Finally, there is no evidence of an objective and systematic method by which St. Ignatius determines if an individual CULC student has fulfilled state requirements.

In regard to diversity:

It appears that humanities presentations, field trips and films demonstrate a commitment to multi-cultural goals. There were films and presentations dealing with understanding and toleration of differences. There were presentations that afforded exposure to community activities and problems. Finally, a category of personal development can be discerned. There is evidence that students entering CULC tend to be more tolerant than the average student of the same age. In several specific cases, this could undoubtedly be related to the intolerance these students have experienced in their own lives.

The racial diversity that presently exists among staff and students at CULC at the present time is not so balanced as it has been in the past.

There appears to be a continuing characteristic of diversity within CULC. No socio-economic discrimination was found. Cultural differences, money, dress, and religious preference were not obvious. Student self perception was positive.

In regard to ancillary questions which were included on interview forms, it is reflected strongly that those associated with CULC would repeat the experience and have extremely positive feelings toward the total CULC community. While all interviewed seemed to feel their particular needs were met, and are being met, it is also apparent that the need for basic academic skills and a strengthening of structure is suggested.

B. Recommendations

In an effort to maintain and enhance the quality of CULC's alternative education program, the evaluation team makes the following recommendations in the areas of, 1. Community-building, 2. Curriculum, 3. Systematic evaluation of academic progress, and 4. The encouragement of diversity.

In regard to community-building, CULC should:

1. Develop clear, time-limited, measurable objectives to determine impact of community-building efforts.
2. Design and disseminate more public relations materials with an emphasis on community-building experiences.

3. Design a logo for the school which emphasizes community.

4. Distribute public relations packets to Cleveland area high schools, churches, civic clubs, recreation centers and minority organizations which focus on CULC's success in community-building.

5. Emphasize community-building experiences in (humanities) presentations to all segments of CULC community (including resources and extended community).

6. Continue present community-building efforts and brainstorm future possibilities to assure continued success.

7. Re-examine present expectancy levels for parental (community) involvement with CULC.

8. Clarify and specify what type of community involvement (parents, staff, resources, etc.) is wanted/needed and why that involvement is being requested.

In regard to curriculum, CULC staff should:

1. Provide uniform orientation about CULC expectations (basic requirements) when students enroll. These expectations (basic requirements) should be reassessed periodically.

2. Staff should also diagnose student's academic needs in language arts and math more often and with greater accuracy than is presently the case. Tailor-made instructional lessons should be developed and implemented in response to individual diagnosis.

In regard to the systematic evaluation of academic progress, CULC should:

1. Assist all students to perform at minimum educational standards. We recommend that competency testing be used in the basic academic skill areas.

2. Facilitate access to additional academic assistance for those students who require or desire more competency in areas of advanced technical/vocational education or post-secondary education.

3. Develop systematic method to evaluate logs which shows improvement in areas of deficiencies.

4. Devise systematic form which allows staff members over time to judge and evaluate a student's growth in basic academic skills.

5. Define and/or implement a method of systematic evaluation of accomplishments in interest areas for use by resource persons.

6. Create a structured approach to career exploration/development skills; implement these approaches at earliest possible time to identify and explore a variety of career areas and opportunities.

7. Encourage informal and formal communication between the staff of CULC and St. Ignatius to: 1. Share mutual respect and understanding of educational program goals; and 2. to determine more objective methods of assigning credit for the fulfillment of state educational requirements.

In regard to the encouragement of diversity, CULC should:

1. Review recruitment and acceptance practices to insure diversity. In order to be well received within the community it is recommended that the CULC recruitment team become known to the group leaders in organizations such as recreation centers, civic clubs, churches, etc.

2. Review allotment system from the past and see if it would be advantageous to use again today. Devote more energy to minority organizations. Seek out these special groups.

3. Be especially aware of racial diversity among staff members as new staff is hired. It is crucial to have a racially balanced staff.

4. Be cautious that CULC is not perceived by outside community as a refuge from the Cleveland Public Schools desegregation process.

In regard to the additional questions which were analyzed, it is extremely important that CULC continue to provide a setting which provides for the emotional support and individual needs of the students. It is equally important that serious consideration be given to the development of a program which offers basic academic skills. As stated previously, it is also important to consider to develop a structure which ensures better communication with parents, an organized record-keeping system, and a communication system for parents and resource persons.

Ancillary observations are noted below:

1. The physical layout of CULC seems to present some real restrictions, confusion, and lack of privacy.

2. CULC is to be highly praised for its acceptance, concern, and assistance to students going through traumatic personal changes/troubles in their lives.

3. Positive words and phrases that came through on interview forms from all categories include: self-respect, freedom of thought, personal growth, confidence, awareness, acceptance of diversity.

4. Negative words and phrases that came through on interview forms from all categories include: lack of discipline, lack of structure, lack of accountability, lack of training in basic skills.

C. Limitations of Evaluation

The major limitation of this evaluation focused on the amount of time allocated for evaluation design, data collection and analysis. The evaluators felt that more time was needed for:

1. Better understanding of CULC

2. Studying previous evaluations

3. Checking out interview forms with CULC before using

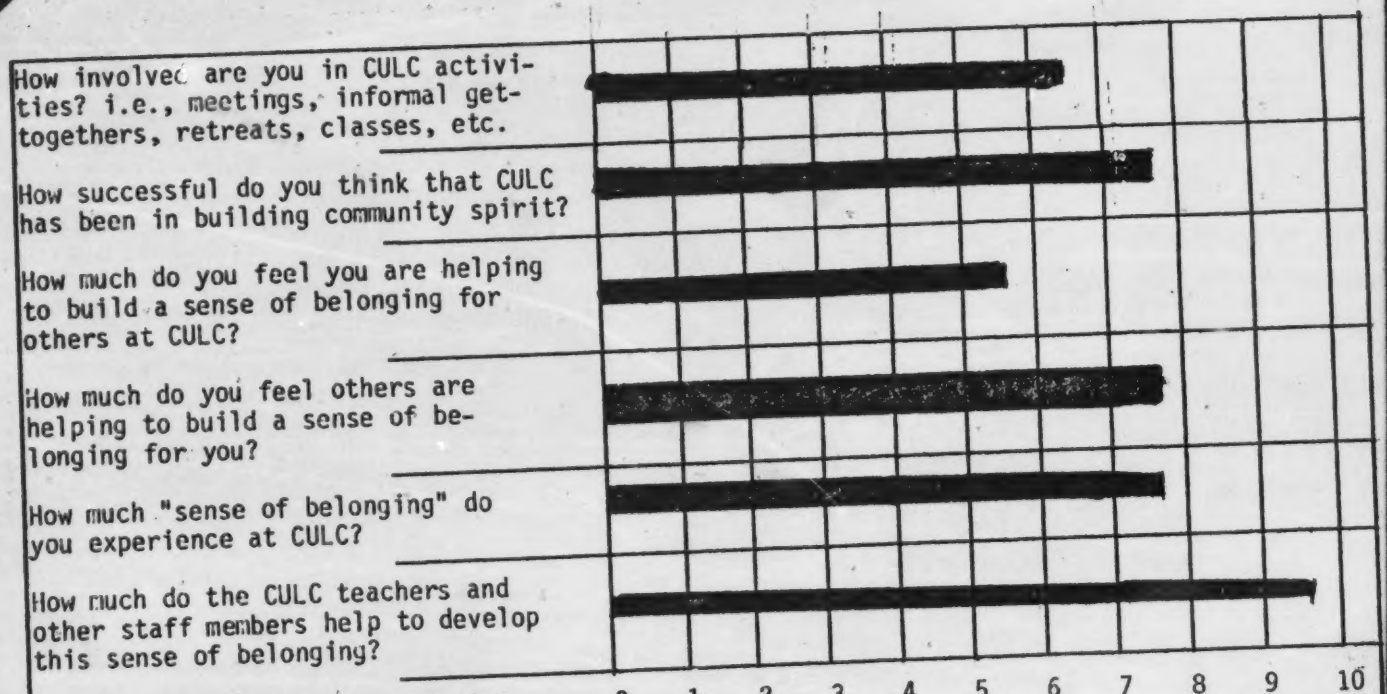
4. More in-person interviewing rather than by telephone, since face-to-face interviewing provides more reliable information

5. More extensive analysis

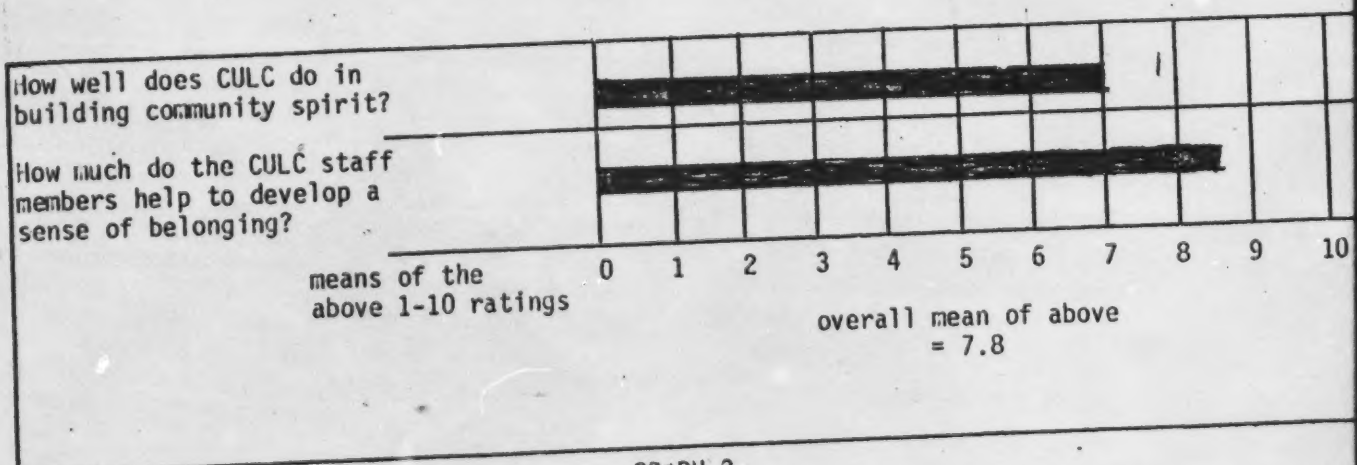
6. A closer match between evaluation design and data collected. Data was analyzed and interpreted by mean figures as opposed to specific percentages requested by CULC as performance standards. However, on a mean scale of one (1) to ten (10), an overall mean of five (5) approximates 50%, six (6) approximates 60%, seven (7) approximates 70%, etc.

It should be remembered that the evaluation was performed by students whose previous experience with evaluation and understanding of alternative education ranged from minimal to extensive. The evaluators indicated a high degree of frustration about CULC's inadequate record-keeping and lack of concern for time. It was particularly difficult to reach a representative sample of CULC graduates in that records do not indicate current addresses nor differentiate between graduate status or having just attended CULC for a period of time.

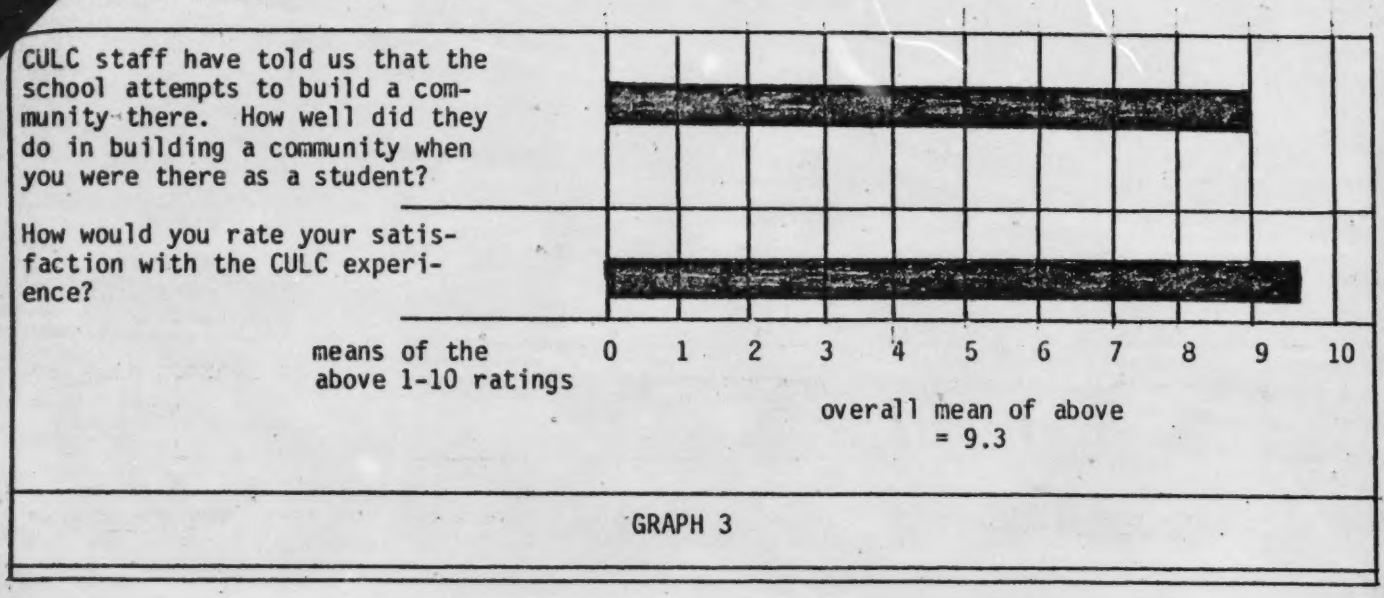
APPENDIX A


How involved are you in CULC activities? i.e., meetings, informal get-togethers, retreats, classes, etc.
How successful do you think that CULC has been in building community spirit?
How much do you feel you are helping to build a sense of belonging for others at CULC?
How much do you feel others are helping to build a sense of belonging for you?
How much "sense of belonging" do you experience at CULC?
How much do the CULC teachers and other staff members help to develop this sense of belonging?
means of the above 1-10 ratings
0 1 2 3 4 5 6 7 8 9 10
overall mean of above = 7.3

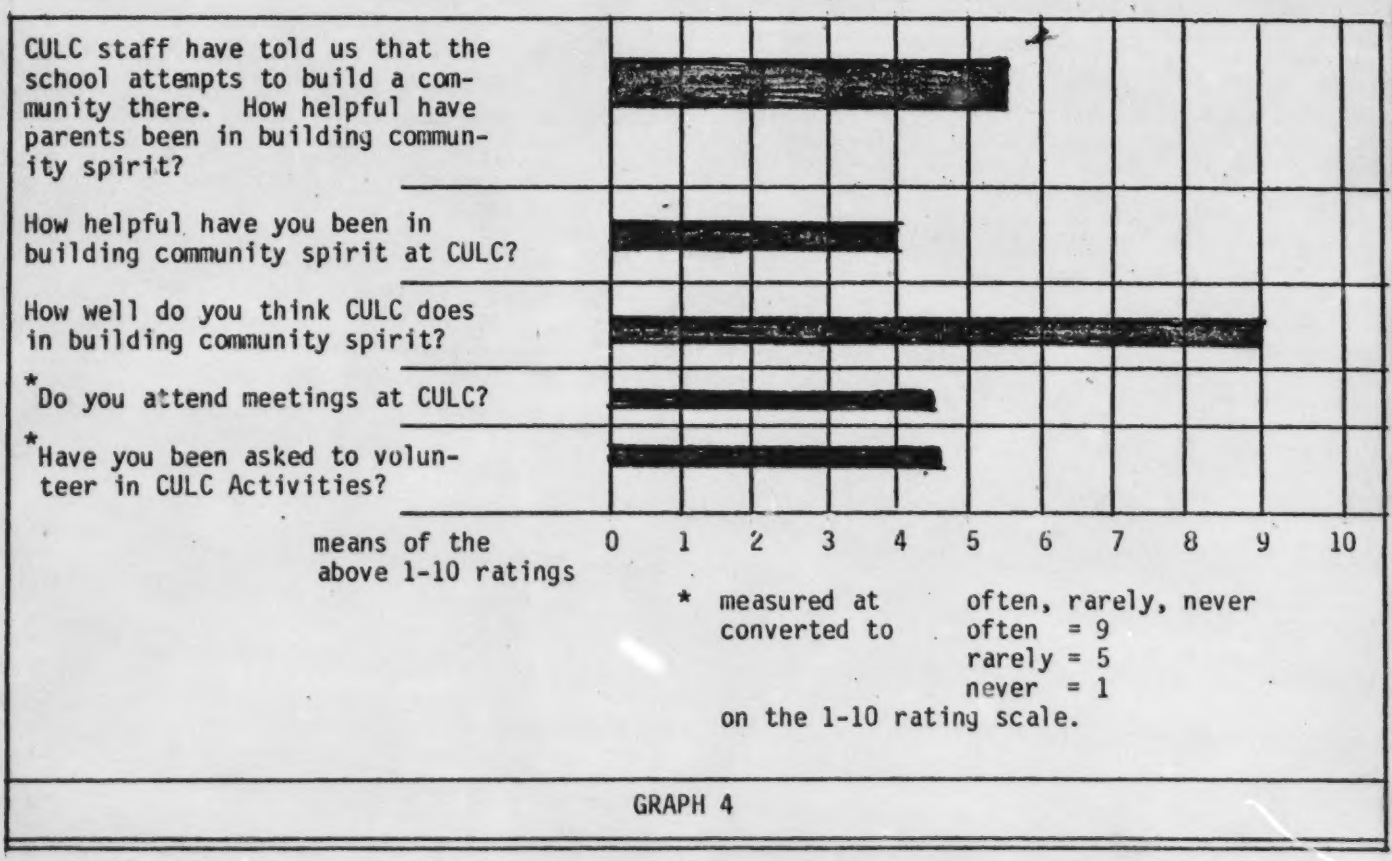
GRAPH 1


How well does CULC do in building community spirit?
How much do the CULC staff members help to develop a sense of belonging?
means of the above 1-10 ratings
0 1 2 3 4 5 6 7 8 9 10
overall mean of above = 7.8

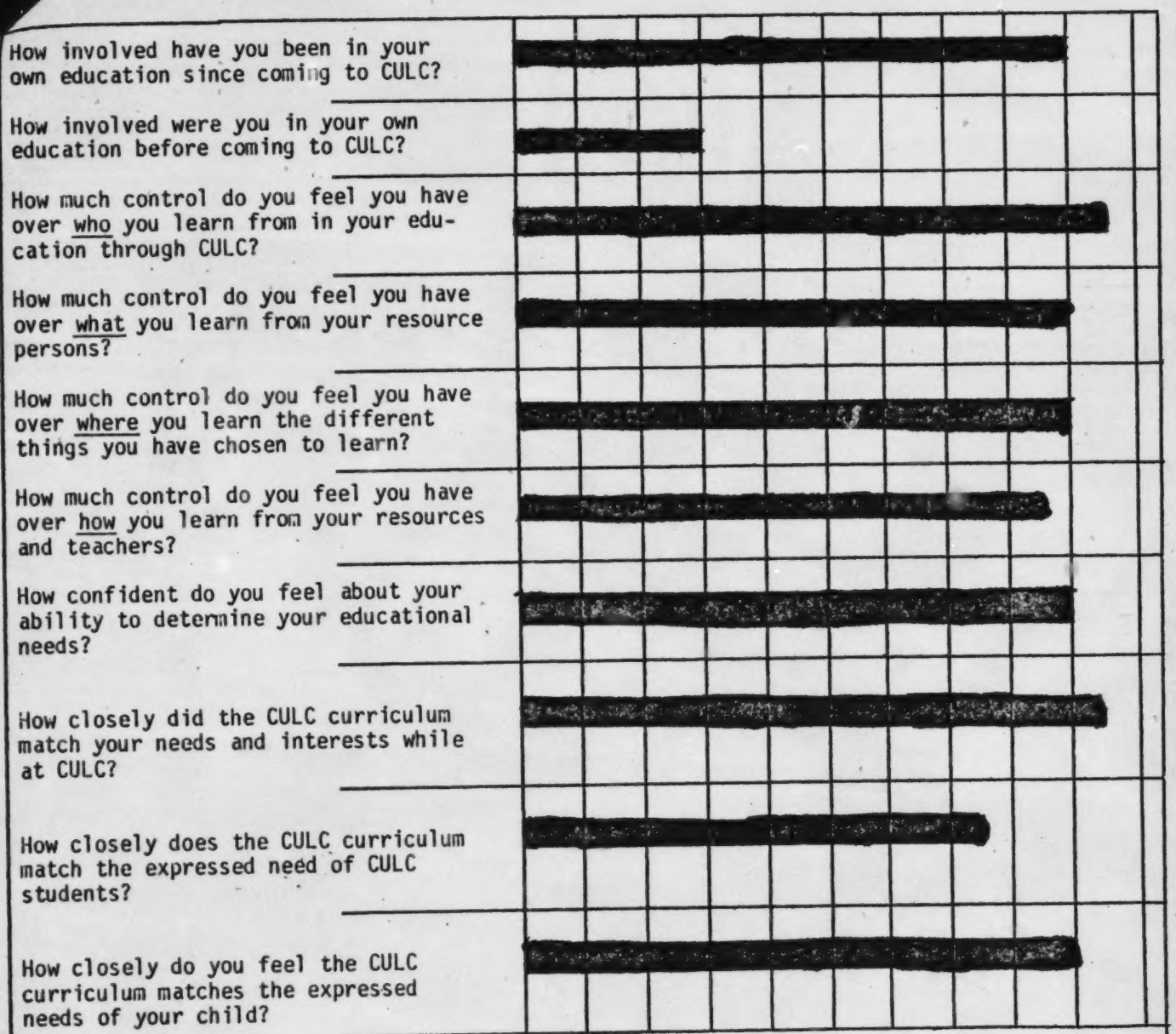
GRAPH 2


CULC staff have told us that the school attempts to build a community there. How well did they do in building a community when you were there as a student?
How would you rate your satisfaction with the CULC experience?
means of the above 1-10 ratings
0 1 2 3 4 5 6 7 8 9 10
overall mean of above = 9.3

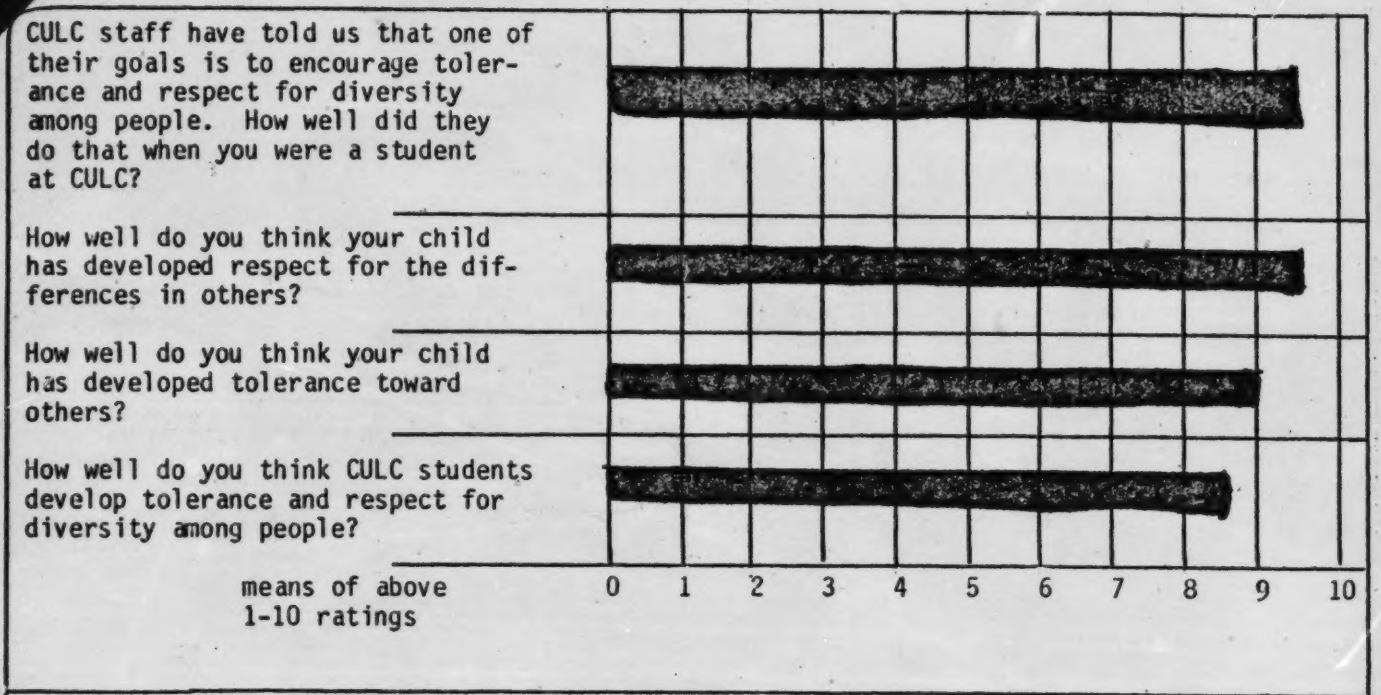
GRAPH 3


CULC staff have told us that the school attempts to build a community there. How helpful have parents been in building community spirit?
How helpful have you been in building community spirit at CULC?
How well do you think CULC does in building community spirit?
*Do you attend meetings at CULC?
*Have you been asked to volunteer in CULC Activities?
means of the above 1-10 ratings
0 1 2 3 4 5 6 7 8 9 10
* measured at often, rarely, never
converted to often = 9
rarely = 5
never = 1
on the 1-10 rating scale.

GRAPH 4


How involved have you been in your own education since coming to CULC?
How involved were you in your own education before coming to CULC?
How much control do you feel you have over who you learn from in your education through CULC?
How much control do you feel you have over what you learn from your resource persons?
How much control do you feel you have over where you learn the different things you have chosen to learn?
How much control do you feel you have over how you learn from your resources and teachers?
How confident do you feel about your ability to determine your educational needs?
How closely did the CULC curriculum match your needs and interests while at CULC?
How closely does the CULC curriculum match the expressed need of CULC students?
How closely do you feel the CULC curriculum matches the expressed needs of your child?
means of above 1-10 ratings
0 1 2 3 4 5 6 7 8 9 10

GRAPH 5


CULC staff have told us that one of their goals is to encourage tolerance and respect for diversity among people. How well did they do that when you were a student at CULC?
How well do you think your child has developed respect for the differences in others?
How well do you think your child has developed tolerance toward others?
How well do you think CULC students develop tolerance and respect for diversity among people?
means of above 1-10 ratings
0 1 2 3 4 5 6 7 8 9 10

GRAPH 6

	Feb. 1976	Feb. 1979	Feb. 1980
Black Full-Time Staff	2	1	2
Black Part-Time Staff	1	3	0
Black Students	22	12	8
White Full-Time Staff	3	3	2
White Part-Time Staff	0	4	5
White Students	53	62	58
Other	0	0	0

** Data CULC provided evaluation team.

***		Age:						
Race	Sex	14	15	16	17	18	19	20
Black	M	0	0	3	0	0	0	0
	F	0	0	0	0	1	0	0
White	M	1	2	0	1	1	2	0
	F	1	3	0	1	1	1	0
Hispanic	M	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0
Other	M	0	0	0	0	0	0	0
	F	0	0	0	1	0	0	0

*** Compiled via Student Interview.

Last Grade attended in typical school: N=19

Grade	7	8	9	10	11	12
Students	2	6	3	4	4	

Months	1	2	3	4	5	6	7	8	9	10	11	12	15	24	36	45
Students		1		1	2	1			4			3	1	3	2	1

TABLE 1

APPENDIX B

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

St. Ignatius

(Before beginning establish whether the person is willing to be quoted)

STI 1

St. Ignatius

Response

1. How do you determine that a student recommended for graduation by the CULC staff has indeed satisfied your requirements for graduation?

1. _____

2. Do you assume the CULC students have to meet the same general standards as do the students at St. Ignatius? If yes or no, please explain.

2. Yes ___ No ___

3. How comfortable are you with your role in certifying program completion for a CULC student?

3. 1 2 3 4 5 6 7 8 9 10

4. If you were reconsidering your relationship with CULC, would it remain as it is?

4. Yes ___ No ___

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

St. Ignatius

5. Please explain your response.

6. Are there any comments you wish to make about CULC before the interview is completed? I will be happy to include them in my report. (Probe his reflections and impressions about CULC over the years - successes, failures, strengths, weaknesses, changes over time)

St. Ignatius

Response

5. _____

6. _____

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Resource People

Resource People #14

Response

1. How do you determine whether a student is making progress in meeting the requirements on the learning contract?

1. _____

_____

_____

2. How satisfied are you with the CULC system of evaluating student learning?

2. [1 2 3 4 5 6 7 8 9 10] I never got any info.

3. If you were reconsidering your relationship with CULC, would you choose to continue as a resource person?

3. Yes ____ No ____ I would have to know more, because I did not even know I was a resource person.

4. Please explain your response.

4. _____

_____

_____

_____

5. Are there any comments you wish to make about CULC before the interview is completed: I will be happy to include them in my report.

5. _____

_____

_____

_____

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Parent/Parenting Person Interview

Interview: ___Telephone _____Parent

___In person _____Parenting person

1. CULC staff have told us that the school attempts to build a community there. How helpful have parents been in building community spirit?

   1. 1 2 3 4 5 6 7 8 9 10

   a. How helpful have you been in building community spirit at CULC?

   1a. 1 2 3 4 5 6 7 8 9 10

2. How much do the CULC teachers and staff members help to develop a sense of belonging for students?

   2. 1 2 3 4 5 6 7 8 9 10

3. How well do you think your child has developed respect for the differences in others?

   3. 1 2 3 4 5 6 7 8 9 10

4. How well do you think your child has developed tolerance toward others?

   4. 1 2 3 4 5 6 7 8 9 10

5. How well do you think CULC does in building community spirit?

   5. 1 2 3 4 5 6 7 8 9 10

6. Name up to five things you feel your child is gaining by attending CULC rather than a typical school.

   6. _____

   _____

   _____

   _____

   _____

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Parent/Parenting Person Interview

Interview: _____Telephone _____Parent

_____In person _____Parenting person

7. Name up to five things you feel your child is missing by attending CULC rather than a typical school.

7. _____

_____

_____

_____

_____

8. How closely do you feel the CULC curriculum matches the expressed needs of your child?

8. 1 2 3 4 5 6 7 8 9 10

9. Do you attend meetings at CULC?
Often, rarely, never

9. Often___ Rarely___ Never___

10. Have you been asked to volunteer in CULC activities?
Often, rarely, never

10. Often___ Rarely___ Never___

11. If you were to select a school for your child at this time, would you still choose CULC?

11. Yes___ No ___

12. Please explain your response.

12. _____

_____

_____

13. Are there any comments you wish to make about CULC before the interview is completed? I will be happy to include them in my report.

13. _____

_____

_____

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

GRADUATE STUDENT TELEPHONE INTERVIEW

Graduate Student Interview

Response

Community Building Section

1. What does "Community Building" mean to you? Give me up to five words or phrases which describe what community building means to you.

1. _____

_____

_____

_____

_____

2. CULC Staff have told us that the school attempts to build a community there. How well did they do in building a community when you were there as a student? (on scale: 1 low, 10 high)

2. 1 2 3 4 5 6 7 8 9 10

3. How would you rate your satisfaction with the CULC experience?

3. 1 2 3 4 5 6 7 8 9 10

4. How satisfied are you that your CULC experiences have prepared you for your present and future life?

4. 1 2 3 4 5 6 7 8 9 10

5. What were the most valuable experiences for you?

5. _____

_____

_____

_____

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

GRADUATE STUDENT INTERVIEW

GRADUATE STUDENT TELEPHONE INTERVIEW

6. What were the least valuable experiences for you?

6. _____

_____

_____

_____

7. Name up to five things you feel you gained by attending CULC rather than a typical school?

7. _____

_____

_____

_____

_____

8. Name up to five things you feel you missed by attending CULC rather than a typical school?

8. _____

_____

_____

_____

_____

9. How closely did the CULC curriculum match your needs and interests while at CULC?

9. 1 2 3 4 5 6 7 8 9 10

10. CULC Staff have told us that one of their goals is to encourage tolerance and respect for diversity among people. How well did they do that when you were a student at CULC?

10. 1 2 3 4 5 6 7 8 9 10

GS 3

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

GRADUATE STUDENT INTERVIEW

GRADUATE STUDENT TELEPHONE INTERVIEW

11. If you had it to do over again, would you still choose CULC?

10. Yes_____ No _____

12. Please explain your response.

11. _____

_____

_____

_____

_____

13. Are there any comments you wish to make about CULC before the interview is completed? I will be happy to include them in my report.

13. _____

_____

_____

_____

_____

stu 1

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Student Interview

Student Interview ☐ Telephone ☐ In Person

General Information

Response

1. Age (on day of interview) 1. _____

2. Sex 2. M__ F__

3. Race 3. B__ W__ Hispanic__ Other _____

4. What was the last grade you attended in your previous school? 4. _____

5. How many years have you attended CULC? (including this year) (months, or partial year) 5. _____

6. How involved are you in CULC activities? i.e. meetings, informal get-togethers, retreats, classes, etc. 6. [1 2 3 4 5 6 7 8 9 10]

Community Building Section

1. What does "Community Building" mean to you? Give me up to five words or phrases which describe what community building means to you. 1. _____

_____

_____

_____

_____

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Student Interview

Student Interview ☐ Telephone ☐ In Person

Community Building Section

		Response
2.	How closely do you believe the CULC community matches your description? (1 on scale - not at all, 10 - perfect match)	2. 1 2 3 4 5 6 7 8 9 10
3.	How successful do you think that CULC has been in building community spirit?	3. 1 2 3 4 5 6 7 8 9 10
4.	How much do you feel you are helping to build a sense of belonging for others at CULC?	4. 1 2 3 4 5 6 7 8 9 10
5.	Describe any ways you are providing a sense of belonging for others.	5. _____ _____
6.	How much do you feel others are helping to build a sense of belonging for you?	6. 1 2 3 4 5 6 7 8 9 10
7.	Describe any ways that others provide a sense of belonging for you.	7. _____ _____
8.	How much "sense of belonging" do you experience at CULC?	8. 1 2 3 4 5 6 7 8 9 10

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

stu 3

Student Interview

Community Building

9. How much do the CULC teachers and other staff members help to develop this sense of belonging?

9. 1 2 3 4 5 6 7 8 9 10

10. Name up to five things you are gaining by attending CULC rather than a typical school.

10. _____

_____

_____

_____

_____

11. Name up to five things you feel you are missing by attending CULC rather than a typical school.

11. _____

_____

_____

_____

_____

Student Interest Section

1. How would you rate your satisfaction with the CULC experience? (10 being perfect, 5 average and 1 being worst.)

1. 1 2 3 4 5 6 7 8 9 10

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

stu 4

Student Interview

Student Interest Section

2. How involved have you been in your own education since coming to CULC? 2. 1 2 3 4 5 6 7 8 9 10

3. How involved were you in your own education before coming to CULC? 3. 1 2 3 4 5 6 7 8 9 10

4. How much do you think the staff and others at CULC listen to and act upon your ideas or suggestion? 4. 1 2 3 4 5 6 7 8 9 10

5. Rate the degree of control you feel you have over who you learn from in your education through CULC. 5. 1 2 3 4 5 6 7 8 9 10

6. Rate the degree of control you feel you have over what you learn from your resource persons. 6. 1 2 3 4 5 6 7 8 9 10

7. Rate the degree of control you feel you have over where you learn the different things you have chosen to learn. 7. 1 2 3 4 5 6 7 8 9 10

8. Rate the degree of control you feel you have over how you learn from your resources and teachers. 8. 1 2 3 4 5 6 7 8 9 10

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

stu 5

Student Interview

Student Interest Section

9. How do you go about deciding for yourself who you should learn from, where you should learn, what and how you learn? Open response (Needs/Interests)

9. _____

10. How confident do you feel about your ability to determine your educational needs?

10. 1 2 3 4 5 6 7 8 9 10

11. Explain your answer to question ten.

11. _____

12. If you had it to do over again, would you still choose CULC?

12. Yes___ No ___

13. Please explain your response

13. _____

stu 6

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Student Interview

Interview ☐ Telephone ☐ In Person

Response

Student Interest Section

14. Are there any comments you wish to make about CULC before the interview is completed. I will be happy to include them in my report.

14. _____

_____

_____

_____

5/80

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Staff Interview

Interview: ___Telephone ___In person

Staff: ___Teacher/Counselor ___Administrator

1. How well does CULC do in building community spirit?

1. 1 2 3 4 5 6 7 8 9 10

2. How much do the CULC staff members help to develop a sense of belonging?

2. 1 2 3 4 5 6 7 8 9 10

3. How closely does the CULC curriculum match the expressed needs of CULC students?

3. 1 2 3 4 5 6 7 8 9 10

4. Explain your answer in the previous question.

4. _____

_____

_____

5. How well do you think CULC students develop tolerance and respect for diversity among people?

5. 1 2 3 4 5 6 7 8 9 10

6. Can you provide (up to three) examples of student behavior or activity that have demonstrated tolerance or respect for diversity among people?

6. _____

_____

_____

_____

CLEVELAND URBAN LEARNING COMMUNITY EVALUATION

Staff Interview

Interview: ___Telephone ___In person

Staff: ___Teacher/Counselor ___Administrator

7. How much do the CULC parents help to develop a sense of belonging?

7. _____
1 2 3 4 5 6 7 8 9 10

8. Do you have contact with students outside the school day?

8. Yes_____ No _____

a. If yes, how often?

8a. ___Never ___Rarely ___Often

b. What kind of contact? Social--Academic--Counseling

8b. _____

c. Can you give us some examples of contacts within the last 2 or 3 months?

8c. _____

_____

9. If you were seeking employment again, would you still choose CULC?

9. Yes_____ No_____

10. Please explain your response.

10. _____

_____

_____

11. Are there any comments you wish to make about CULC before the interview is completed? I will be happy to include them in my report.

11. _____

_____

_____

Cleveland Urban Learning Community Evaluation

Compilation of Staff Interview Responses

June, 1980

Total number of Staff: 10
Number required: 10
Completed interviews: 9

1. How well does CULC do in building community spirit?

   (Scale of 1 - 10; 1 - low, 10 - high)

   N = 9
   Mean = 7.2

2. How much do the CULC staff members help to develop a sense of belonging?

   N = 9
   Mean = 8.3

3. How closely does the CULC curriculum match the expressed needs of CULC students?

   N = 9
   Mean = 7.3

4. Explain your answer in the previous question.

   a. There is a slight difference between expressed student needs and the needs of students from staff/administration viewpoints. Therefore, curriculum responds to student's expressed needs.

   b. "They get to do what they want and need."

   c. If "expressed" means what they need, CULC does well. If not verbally expressed need--not fulfilled.

   d. Qualified by "expressed"--expressed is not always the needed need.

   e. Part-time hurts the contract time--unaware of needs of students, unable to build a good curriculum.

   f. "Curriculum is anything a student wants to work on and is, therefore, very close to matching expressed needs of students."

   g. The need is to graduate--not enough basic education for them.

   h. Students request more structure to spend time more fruitfully--too much self direction. Those students needing direction don't get it. More accountability. More discipline and restraint.

   i. Each student expresses own academic needs and CULC staff meets those needs or helps students meet their own needs.

5. How well do you think CULC students develop tolerance and respect for diversity among people?

N = 9
Mean = 8.3

6. Can you provide (up to three) examples of student behavior or activity that have demonstrated tolerance or respect for diversity among people?

a. - Development of black-white friendship (male - female)
- One male has developed pronounced respect for women
- Expressed understanding of sexuality and specifically homosexuality

b. - "accepted this monster boy who came in"
- Students from South Euclid showed no prejudice against Black students.

c. - Writings on wall (graffitti), which was racist, was removed after community meeting.
- CULC community has accepted a _____?_____.
- Racist attitude in new student - confronted by same race and accepted by other race counselor

d. - Last year Born Again Christians were not willing to accept other views-- by end of the year would listen to others.

e. - Rap session - race, sex rights are discussed with good listening and interaction. A willingness to listen and accept.

f. - Many students are from a racist background and yet they learn to function with individuals in other races.
- Students become very accepting of others with all their differences.
- Teenagers (Students at CULC) must relate to resource people and, therefore, relate well to other adults in the greater community.

g. - One student was very anti-Black; CULC was jolt. Finally became friendly to Black staff and others.
- Diversity is very good. There are no cliques.
- A girl (poor white) felt uncomfortable at first; now she feels very accepted.

h. - Doing social things together
- Working together
- Sharing resource people
- Community activity of fund raising.

i. - In trust exercise - One student was not exposed to many Black students and chose a Black student as his counselor.
- Some students stopped using label of "nigger".
- Listening and dancing to music of other ethnic backgrounds.

7. How much do the CULC parents help to develop a sense of belonging?

N = 9
Mean = 3.0

8. Do you have contact with students outside the school day?

Yes 8

No 1

A. If yes, how often?

Never ____ Rarely 1 Often 5 (Occasionally 3)

B. What kind of contact? Social, academic, counseling

a. Mostly counselling and "a little of the others."

b. No response.

c. Mostly guidance counselling.

d. Combination of all three.

e. Counselling

f. Primarily counselling.

g. Academic and counselling

h. None - Fund raising activities only.

i. Social and counselling

C. Can you give us some examples of contacts within the last 2-3 months?

a. Frequent phone calls at home in evening;
Some students went to poetry reading last week.

b. No response.

c. - with a student who is suicidal
- Employed CULC for landscaping

d. - Fund raising event for CULC

e. Phone to keep in touch and check contact

f. Calls last night from student and parent requesting "what to do" since student was raped.
Make phone calls to help people with their problems.

g. Two students - (One male and one female) -- the male is only comfortable in a one-to-one relationship. The female is using math problems on phone.

h. No response.

i. - Walked student to work because he was upset. Attended religious function with a student on a Sunday.

9. If you were seeking employment again, would you still choose CULC?

Yes 8 No 0

10. Please explain your response.

a. Atmosphere is very conducive to own growth - good acceptance from students, staff, and some parents.

b. I would not like to be in the office again, but rather, a counsellor.

c. I agree with philosophy - a different world.
There is good contact between staff and students.

d. It is a relaxing/enjoyable place to work.
It is a place that allows me to initiate and carry through plans.
Can use individual abilities;
CULC promotes working together of staff and students.

e. CULC is interesting and changeable; It is financially difficult - money stops in spring. Cannot come back next year without change in financial situation.

f. I like being here and waited until position was available.
It is rewarding for me and the students.
Satisfaction;
Growing and open experiences;

g. Employed two years;

h. See value of non-traditional education; would like to see concepts of CULC in public schools.

i. "At least for next year." CULC helps respondent "grow".

11. Are there any comments you wish to make about CULC before the interview is completed?

a. "The CULC process for learning is the most likely way for most people to learn - non-aggressive atmosphere is overwhelmingly conducive to learning.
CULC and other schools like it serve as models for future education.
"CULC functions as dynamic being and responds to the people within CULC at any one time."

b. "The idea of CULC is good but they need money."

c. In relations - allows opportunity for anything to happen.

d. CULC is a necessary thing--it is not a school for all people. It offers a satisfaction for a need of some--not provided anywhere else.

e. A good place for students who have difficulty in regular school.
CULC is a family. There is room for improvement--for example, there is a need for more money.

f. "CULC is a special place to be..." The more you get involved, the more important it becomes.
"Extended CULC community is very important."
"Teachers/counsellors have a full-time priority. It is not just a job."
Growth that people go through at CULC is very amazing--that is the real "educational" value.

11. Continued from previous page.

f. (continued from previous page.) People develop a sense of personal power no matter how long CULC students stay; therefore, even if they do not graduate or stay very long they achieve this personal power regardless of academic achievement.
At CULC you see changes in students that CULC is responsible for.
"Diversity and community decision-making is a big part of what I like about CULC and is different for each person."
"New ways of relating to people is learned at CULC."

g. I think it is a very good place. It is often a last opportunity.
With more staff it would do a fantastic job.
Weakness: there is an academic weakness. There is a need for more staff and maybe a volunteer program. There is a need for a basic program in Math and English.

h. Like to emphasize CULC to cultivate more in-put of resources and community into CULC--a broad based group.

i. None at this point.

Cleveland Urban Learning Community Evaluation

June, 1980

Compilation of Student Interview Responses

Total number of students - 60

Total number selected by random choice for interview- 30

Completed Interviews - 19

Student Interview - General Information

1. Age (on day of interview)

Age 14	- 2	Age 17	- 3
Age 15	- 5	Age 18	- 3
Age 16	- 3	Age 19	- 3

2. Sex

Male - 10
Female - 9

3. Race

Black - 4
White - 14
Other - 1

4. Last grade attended in previous school

7th - 2
8th - 6
9th - 3
10th - 4
11th - 4

5. Number of years attendance of CULC (including this year)

1 year - 12
1-2 years - 4
2-3 years - 3

6. How involved are you in CULC activities?
(Answer from 1 - 10; 1 - low, 10 - high)

N = 19
Mean - 6.3

Community Building Section

1. What does "Community Building" mean to you?

a. Government, system, housing, people, money

b. Supportive atmosphere; Cross-cultural interaction

c. "space" to feel comfortable; "friendships"

d. Helping each other out; Caring for the people in the community; Having a ready ear for problems; Working to bring other people in community together; Getting credit for school.

e. Raise money for school; any contribution I can make.

f. Offer more opportunities for young people; Can find something you want to do and achieve it.

g. Improving the community and livening it up some; Making it a nicer place to live.

h. People who care about the school working together. There could be much more effort added to that.

i. Sense of belonging with a common goal.

j. Adventure; new ideas; meeting new people, people around; feeling of the world.

k. Trust; People caring; Everybody is accepted and treated as equal; Everybody helps.

l. Goal setting; Organization; Leadership; Helping

m. Cooperation; Caring; Trusting; Listening.

n. People being together; People helping each other.

o. Friendship; Trust; Caring; Security; Fun.

p. No response.

q. "I don't understand what it means."

r. No response.

s. Trust; Pain (changing process); Caring; Fun and laughter; Knowledge (personal growth).

2. How closely do you believe the CULC community matches your description?
(1 on scale - not at all; 10 - perfect match).

N = 16
Mean = 7.7

3. How successful do you think that CULC has been in building community spirit?

   N = 18
   Mean = 7.4

4. How much do you feel you are helping to build a sense of belonging for others at CULC?

   N = 19
   Mean = 5.5

5. Describe any ways you are providing a sense of belonging for others.

   a. Rap sessions - very open with a teacher
   b. Participating in women's group; Encouraging social integration
   c. By being a part of the community--attend meetings, etc.
   d. Trying to get them active in the school.
   e. "I'm not there very much."
   f. Presently, not attending - re-enrolled in Cleveland Public Schools
   g. Like to meet new people - get together; General discussion
   h. Feel comfortable when here; other people can see that I am comfortable
   i. Sharing inner feelings. Listening to other people's inner feeling; Sensing otherpeoples needs.
   j. Calling on telephone to invite other students to become involved.
   k. Excited about CULC and makes others feel at ease when new or part of "community."
   l. Does a lot of group work - help others with drug related problems
   m. Getting people together for "food for thought" (social studies) seminar.
   n. "I walk up and say 'Hello'"
   o. Not much. New student, listening to others, being friendly, caring.
   p. Helping get stuff together.
   q. Has close friend at CULC.
   r. No response.
   s. "Try to make others aware of 'who' they are."

6. How much do you feel others are helping to build a sense of belonging for you?

   N = 19
   Mean = 7.4

7. Describe any ways that others provide a sense of belonging for you.

   a. Always call when miss school--feel good.
   b. Staff support; Being entrusted with special responsibilities.
   c. "By listening to me"; "letting me be the way I am."
   d. "People accepted me." "They let me be who I am."
   e. "Interaction."
   f. During two months of attendance made me feel welcome and relaxed when I was attending.
   g. Keep good conversation--feel at ease; Help you if you need it.
   h. Will let me know that I am very human. Will counsel you and not totally sympathize with you.
   i. Knowing that I am in a safe space in which people care about each other.
   j. Talk about problems - put arms around others to make them feel they belong.
   k. Friends have been supportive when home problems occurred; Placed on Policy Board became more motivated for school because of Policy Board experience.
   l. Counselors in setting up schedules and talking to kids.
   m. "Feeling needed in a Women's Studies Seminar."
   n. "Being open in front of me."
   o. Listening, understanding, caring, being friendly.
   p. Help me and show me what to do.
   q. Not able to.
   r. No response.
   s. "They try to accept who I am."

8. How much "sense of belonging" do you experience at CULC?

   N = 18
   Mean = 7.6

9. How much do the CULC teachers and other staff members help to develop this sense of belonging?

   N = 17
   Mean = 9.3

10. Name up to five things you are gaining by attending CULC rather than a typical school.

a. Learning responsibility; "You don't have to be competitive";
Freedom.

b. Becoming conscious of personal goals;
A healthy dash of altruism;
Ability to persue academics in depth;
Sharpening my communication skills;
A lot of field experience and counselling.

c. Get things done;
Understanding what learning is all about;
Thinking about what I want to do after CULC

d. Diploma; Friends; "able to cope;" Energy--no longer depressed;
Family - CULC.

e. "Learn what I want to learn."
"Work at my own pace."
"Work experience."
"Different way of learning."

f. Establishing educational motives;
Offered opportunity for theatre experience at CCC
Receiving college credits
Found himself--settled down.

g. Feeling of relief - lack of tension.
Sense of responsibility;
Make own good decisions;
Grow up faster and find out what life is about;
Free time for what you like to do.

h. Self discipline;
Freedom and responsibility in one crack;
Learning to care for other people's needs.

i. Involvement with decision making;
Freedom to express interests with acceptance;
Freedom to persue interests with no road blocks;
Freedom to work as hard or not as hard as I wish on specific academic things;
Opportunity to meet people I would probably have never met in public school.

j. Maturity;
Knowing that you can have real friends;
New experiences;
Knowing that adults can be like mothers to you, more than real mothers.

k. Became more aware of own sexuality; Personal growth;
"Energy" that keeps me going; "Accepting of different physical and emotional persons."

l. Experiences; Understanding; Sense of belonging; Education.

m. Confidence; Better sense of self; Developing interests; Better understanding of others; Learning how to be more involved.

10. Continued from previous page.

n. Self- confidence; Better attitude; A brighter looking future; Skills not available at my old school.

o. Self-confidence; self-discipline; Deeper friendships; Right to learn and do what I want.

p. Learning; Working with people; Sharing

q. No response.

r. Physical handicapped - easier at CULC.

s. Knowledge (personal growth); Freedom; Love; Experience/worldliness; "power and confidence.

11. Name up to five things you feel you are missing by attending CULC rather than a typical school.

a. Discipline (in a good way); Teaching methods.

b. Sense of academic achievement;
Parental support for academic achievement;
Inability to work within large groups;
Aversion to structured learning;
Lack of contact with more traditional peer group.

c. Not being pushed to do things;
Not being around lots of people.

d. There is nothing positive that I'm missing.

e. Nothing.

f. Sports; No P.A. announcements; Monthly newspaper.

g. Miss girls and neighborhood friends;
Prom;
Regular dances;
Sports activities;

h. A lot of encouragement enforcement--
This is something I don't usually have time to think about.

i. Prom;
A typical high school role model student;
Aggravation - Boredome;
Laziness.

j. Fights.

k. Graduation! (Would be a grad this month if stayed in public school)
More apt to get scholarship for college through public school.

l. Strict rules.

m. Missing someone else's structuring my time (good and bad).
Formalities of basic education (eg., S.A.T. preparation).

n. Nothing--a lot of bad things.

o. Structure. Fancy facilities to learn.

p. No response.

11. Continued from previous page.

    q. No response.

    r. No response.

    s. The real world; loss of personal time; past contacts; career and educational counselling; lack of physical facilities.

Student Interest Section

1. How would you rate your satisfaction with the CULC experience? (10 being perfect, 5 average, and 1 being worst.)

   N = 17
   Mean = 9.0

2. How involved have you been in your education since coming to CULC?

   N = 17
   Mean = 8.9

3. How involved were you in your own education before coming to CULC?

   N = 17
   Mean = 3.1

4. How much do you think the staff and others at CULC listen to and act upon your ideas or suggestions?

   N = 17
   Mean = 8.3

5. Rate the degree of control you feel you have over who you learn from in your education through CULC.

   N = 17
   Mean = 9.3

6. Rate the degree of control you feel you have over what you learn from your resource persons.

   N = 17
   Mean = 8.6

7. Rate the degree of control you feel you have over where you learn the different things you have chosen to learn.

   N = 17
   Mean = 9.2

8. Rate the degree of control you feel you have over how you learn from your resources and teachers.

   N = 17
   Mean = 8.5

9. How do you go about deciding for yourself who you should learn from, where you should learn, what and how you learn?

   a. Get to know someone - teachers. Work with staff person - get to know everyone; keep logs.

   b. Resource persons from personal network of personal and business contacts; Geared toward personal needs and priority at that time.

   c. First I decide what I want to learn. Personal contact.

   d. Learning about myself so that I can survive.

   e. I got my own job--I knew the guy.

   f. Already in mind before he went to CULC.

   g. Look around--find people in field; find one best suited for subject needed.

   h. Motivate yourself to do it.

   i. Look at final outcomes of course. Find someone willing to go that far with me. Then just do it.

   j. Life goal is nursing - All courses revolve around one goal. Select teacher who is smart and one you feel secure with. Reading books, writing, logging , changing resources as needed.

   k. Talk to counselor - determine requirements and electives;
   Talk to other staff (science, recreation) - attend seminars at CULC - determine own course sheets.

   l. Up to me to learn what I want.

   m. Confidence; Better sense of self; Developing interests; Better understanding of others; Learning how to be more involved.

   n. Put my mind to it, get all the facts to see if I really want to do it.

   o. What do I want to learn?
What do I need to learn? } Basic interests related to required credits.

   p. Talking with staff people, counselors, and students.

   q. No response.

   r. No response.

   s. Wanted to learn the Dulcimer, an obscure instrument--found the teacher himself and paid for lessons for 6 months--had no musical experience before.

10. How confident do you feel about your ability to determine your educational needs?

N = 17
Mean = 8.9

11. Explain your answer to question ten.

a. Don't have a lot of confidence in myself at present--has been in a lot of trouble.

b. "Know a lot more about how to learn. For what, I don't know. I have a pretty broad based support network. "

c. "I feel very sure about myself."

d. "One thing leads me on to something else."

e. "I know what I want to do."

f. "I know what I want to do."

g. I basically know what I need to learn. Have to understand myself.

h. You have to want to learn something. Not just taking information someone is throwing at you.

i. Think about it, know how to develop the course by working according to needs as it progresses. Finding appropriate resources.

j. Feels secure because "I know what I am doing." Should get education when you are young.

k. Laziness influences ability to complete educational needs.

l. Need what I want out of life. Job experience helping.

m. More confident now and not so dependent on someone else's advice.

n. "I'm doing a lot of things I've never done before and I find a way to do it."

o. Trying to work now on required credits.

p. No response.

q. No response.

r. No response.

s. "Ability to change courses if not getting what I need."

12. If you had it to do over again, would you still choose CULC?

Yes 14 No 3

13. Please explain your response to question 12.

a. "I like public schools, but got in with the wrong crowd and got in a lot of trouble." Will go back in September.

b. Would have had more sense of accomplishment if I had gone to Hathaway Brown and graduated on time. Would have felt like I had a firmer knowledge of hard core academics.

c. CULC letting him pursue his own interests.

d. "I need the credit to graduate."

e. "Public school is no good--teachers don't teach too much."

f. Can start all over again.

g. 1st year - adjustment period
2nd year - getting work done important
Knowledge of school now is greater.

h. CULC is the perfect set-up for learning--it depends upon what you as an individual make out of it.

i. Would have dropped out of school if I had not found CULC.

j. A lot of experience gained. Will know exactly what you are doing. Feels secure with friends, everyone close. No fighting. CULC contacts on an individual basis. Felt Cleveland Public School counsellors had no feelings.

k. "Best thing that has happened to me." "Not learning or doing homework in public school.
Wanted smaller, individualized classes or learning experiences.
Wanted to be heard.

l. Harmful to go back to school and a lot longer.
No peer pressure.
Treatment was like 1½ year old.

m. Mind has been opened and goals have been determined. Likes coming downtown.
Likes working with so many kinds of people.

n. "I did not like my old school...I did not grow."

o. Like it very much--has changed my life since coming--more comfortable and relaxed and is learning more.

p. Not regular school.

q. No response.

r. No response.

s. "I would have done it on my own."

14. Are there any comments you wish to make about CULC before the interview is completed. I will be happy to include them in my report.

a. If I had started in CULC earlier, I would have kept with it. Too big a change later on in school.

b. Would like to see two things to be priorities for CULC in the future:
1. A secure financial base.
2. Become less homogenous and insulated.

c. "I was lost before I got here, it has helped me a lot."

d. "I love CULC, I love the people here."

e. "CULC needs money--it would be a great place if they had enough money to operate."

f. Everybody is friends. Welcome you to the community of CULC. Nice atmosphere--pleasant.

g. Excellent school. Helps many individuals find themselves. Helps people with special problems as well as those who do not have them. Should be continued, for those who have problems with going to a regular school. Larger facilities needed and larger staff.

h. CULC is a community where you can create. It's an education for the real world. When I am out of this school, I will always come back to help.

i. Greatest thing that ever happened to me. Gave me the opportunity to find myself and my place. Should be funding for more schools like this, so more emphasis could be placed on individualized educational needs.

j. Exciting--Learn so much about the world. Able to do a variety of things. Learning how to counsel own children and help friends. CULC members are all family.

k. "Wonderful and wish that more people knew about CULC." "CULC is like a family."

l. Great school - good ideas.

m. No response.

n. "I just like it and I'm learning from it."

o. No response.

p. No response.

q. No response.

r. No response.

s. "CULC is a fine place. CULC needs to change, needs more resources, more adult education."

Cleveland Urban Learning Community Evaluation

Compilation of Graduate Student Interview Responses

June, 1980

Total number of Graduate Students: 72
Number required: 18
Completed interviews: 7

1. What does "community building" mean to you? Give me up to five words or phrases which describe what community building means to you.

   a. Bringing people together--sharing life.

   b. communication; listening; activity; planning and follow through.

   c. Adjustment to responsibilities; good overall view (open-minded, understanding other people's backgrounds)

   d. Group of people who do not know each other meet and find a common goal.

   e. It is a public thing; public affairs; all ethnic backgrounds of people; creating situations for the people.

   f. No response.

   g. Doesn't mean anything.

2. CULC staff have told us that the school attempts to build a community there. How well did they do in building a community when you were there as a student? (On scale: 1 - low, 10 - high).

   N = 7
   Mean = 8.6

3. How would you rate your satisfaction with the CULC experience?

   N = 7
   Mean = 9.4

4. How satisfied are you that your CULC experiences have prepared you for your present and future life?

   N = 7
   Mean = 9.1

5. What were the most valuable experiences for you?

a. - Relating to people different from myself
- Opportunity to pursue my own interests
- To be allowed the privilege to be responsible to work directly with the school and policy-making.

b. - Learned to be "street-wise" in a beginning sense;
- The actual building of CULC
- Various resources
- Sensitivity sessions

c. - Going downtown everyday and being exposed to a diversity of people having a learning experience in common.

d. - Being forced to take responsibility;
- Being asked my opinion;
- The feeling of being needed;
- I am ultimately responsible to myself.

e. - Actual work in industry in the field;
- Inside seminars

f. No response.

g. - Reality of the world instead of a sheltered high school.

6. What were the least valuable experiences for you?

a. - The apathy among students about student government;
- Chaos of the physical environment

b. - Lack of "book learning" -- I would have wanted more of it.
- Lack of commitment by other students - such as when we were building a course

c. No response.

d. - Not prepared in mathematics or science--lack of enough academic work

e. - Physical education due to lack of facilities

f. No response.

g. - Didn't like a few staff members.

7. Name up to five things you feel you gained by attending CULC rather than a typical school.

a. - self confidence
- Better knowledge of the city of Cleveland and the real world.
- Ability to relate to people different from myself.
- Gained knowledge of non-traditional areas of study.

b. - Knowledge of different types of people
- Independence in making my future
- More of an active role in my education

c. - An easier way to capture your ambition
- More responsibility
- Felt more like an individual and less like a number

7. Continued from previous page.

   d. - Confidence
      - Ability to think for myself
      - Appreciation of achievement

   e. - Outside industrial experience
      - Personal tutor
      - Drama and theatre
      - Experience of having to find own resource
      - Poise and ability to present myself to prospective employers.

   f. No response.

   g. - Enjoyed going out of school
      - Didn't get bored
      - More challenging
      - Learned to appreciate traditional education
      - "Straightened me out."

8. Name up to five things you feel you missed by attending CULC rather than a typical school.

   a. - Basic skills
      - Indepth courses in reading, writing, and math
      - Intramural sports

   b. - Lack of book learning and advanced academics

   c. - Boredom
      - Going to prom, football games

   d. - Academic fundamentals for college

   e. - Suitable recreation facility

   f. No response

   g. - Missed closeness with friends in senior year.

9. How closely did the CULC curriculum match your needs and interests while at CULC? (Scale of 1-10; 1 - low, 10 - high)

   N = 7
   Mean = 9.4

10. CULC staff have told us that one of their goals is to encourage tolerance and respect for diversity among people. How well did they do that when you were a student at CULC?

    N = 6
    Mean = 9.6

11. If you had it to do over again, would you still choose CULC?

Yes 7

No 0

12. Please explain your answer.

a. - One of the best experiences of my life--it changed my life.

b. - CULC rounded out my education.
- I got to know other people.
- Made transition to college easier with knowledge of people.

c. - Circumstances at that time were ideal to open awareness of Cleveland and appreciation of first-rate experiences.

d. - I won't be the same person; I like myself; I'm confident;
- I wasn't pushed into any career choices.

e. - I could earn my credits in actual work, people and situations.

f. No response.

g. - I would have preferred two years at CULC for the most benefit.

13. Are there any comments you wish to make about CULC before the interview is completed?

a. - No comment

b. - "I think it was great."
- Most important, CULC stayed on a small scale and needs to be.

c. - Grateful for CULC concept of "School without walls."

d. - I am unhappy that they got away from the quota system.
- The environment encourages students to discuss problems, providing for a lack of academic accountability.

e. - Those were golden years for me. I appreciate all of them. Everyone involved got something out of it.

f. - Student attended Antioch college for four years and is now attending a school in Texas for accounting.

g. - It was a good experinece...
- CULC gave me a "world" knowledge...I hope it continues.
- CULC needed to explain resources more--what was expected of the student and give more background into resources.

Cleveland Urban Learning Community Evaluation

Compilation of Resource People Interview Responses

June, 1980

Total number of Resource People: 24
Number required: 6
Completed Interviews: 13

1. How do you determine whether a student is making progress in meeting the requirements on the learning contract?

   a. Taught a skill which could be evaluated in terms of how well the person could use it.

   b. Concerned about attendance and getting a variety of cases; need to attend a great many times in order to view many different kinds of court cases. Has not seen any papers she may have written. Maybe others on my staff have.

   c. They set goals. If movement in terms of the goal, then you can judge. My work is in ceramics; a number of projects to complete...very concrete. Easy to evaluate.

   d. Know how they're doing when you start the course. It depends on the person, because different people have different ways of showing what they've learned. You have to watch that they really know what they're doing and not just guessing.

   e. #1 curiosity and end result is the product; if he finishes the job assigned satisfactorily. He had to be anxious to learn and ask a lot of questions.

   f. Were not asked to do this. Two students attended some of our presentations, but that's all.

   g. I've never really determined how well she's doing. I don't understand program--vague. I don't know if she's fulfilling goals or whatever. If she's doing her volunteer work on regular basis, then she's OK.

   h. Mid-term exams, homework to be turned in. Science problem-solving class. He observes the activities of each student.

   i. To know that she could discuss issues from new perspective in half-way intelligent way. Traditional methods, i.e., kept notes and reviewed those.

   j. Here over a year, working 30 or more hours a week. Apprentice glass glazier--repair work, construction of windows, everything except design. Grading is hard: not so specific. Never the same thing twice. Gone all the way from just helping with lots of supervision to doing it all on his own.

   k. Following instructions and doing the work. Based on where he was when he came in and then how much progress. How well he understood--individual-studies class.

   l. Journal, work they bring in: sketched, painting, etc. every two weeks. Observation: prof.

   m. Same as any other - grading in class.

2. How satisfied are you with the CULC system of evaluating student learning?

(Scale of 1 - 10; 1 - low, 10 - high)

N = 4
Mean = 5.5

Comments:

a. I'm unfamiliar with it.

b. Not in a position to answer that. I don't know exactly what they are doing.

c. I don't know if I can answer that. Five students and I never evaluated them. No one even came and asked me for any evaluation. Incomplete would be my answer.

d. No comment.

e. I make a statement about the student: don't know any other evaluating system.

f. We were not involved in anything like that this year.

g. No comment.

h. Did not use the CULC system (contract); was not aware of anything other than he was a high school student taking my college science course at Lakeland Community College.

i. No comment.

j. Cannot answer--on a few occasions filled out forms. Once or twice someone from CULC came in and talked mostly with the student. I don't know how they evaluate.

k. I can't answer that--I'm not that familiar with it. I guess I could answer - 8.

l. I'm not real sure who she got evaluated beside from me. For myself a 10, but I'm not sure about anything else.

m. I never got any information.

3. If you were reconsidering your relationship with CULC, would you choose to continue as a resource person?

Yes 11

No 1

No response 1

4. Please explain your response.

a. The school is responding in a creative way. They are helping kids to maximize potential...to build self-confidence. Good example for public schools.

4. Continued from previous page.

   b. Part is education of general public; constraints, solutions, etc. Students are much closer to the generation we are dealing with in the juvenile court. We need the general public to know what we are doing.

   c. I felt good about the experience. I liked the kids, picked out projects and we worked together. I liked the age group.

   d. I'm more in a learning stage myself right now, but later on when I'm more in a teaching stage, I would because you work as equals.

   e. We can't all be doctors, lawyers. We'll always need photographers, plumbers, framemakers, etc. College is job training and so is this. I wish more kids would learn some of these jobs in shops.

   f. Our organization, Cleveland Council of World Affairs, is a program for High School students in Cleveland area--we have not been successful in Model United Nations Program. The independent learning, like at CULC, is what we try to encourage. We encourage students to "get out of their own skin" and become a person from another country. The CULC student is more independent and therefore better for us.

   g. If there are kids continuing to plan their education in this way, then they deserve the opportunity this is, rather than dropping out of school.

   h. In contact with one student--different from rest of class--very enthusiastic--very interested, almost an "outstanding student"--very good relationship.

   i. I care about the student and want to do something for that student in any way I can.

   j. There are a few qualifying factors. He was here before he went with CULC--he has now been able to work more hours. We help him organize his learning, write it down, and relate it to rest of his life. I enjoy being a teacher--but I was a teacher before I worked with CULC.

   k. I know certain individual students cannot get what they want out of a regular program, and I'm glad to do what I can to help someone like that.

   l. With reservations. I would want the whole program explained to me better, especially my role. I questioned sometimes whether she had too much freedom. For some people, I think that program is good, but I'm not so sure it was good for my student.

   m. I would have to know more, because I did not even know I was a resource person.

5. Are there any comments you wish to make about CULC before the interview is completed?

   a. Downtown--take advantage of urban setting.

   b. I would hope that alternative kinds of learning not become so singular that other educational needs are not met. If they are learning about the court but not getting a general background, then they are missing out.

   c. This area of evaluations-- the students did tend to drag out and not finish the course they had designed. Some follow-up from CULC to get them to complete their projects would be good, even though I realize this is an "issue" with them.

5. Continued from previous page.

d. It's helpful to a person to "establish who they are." CULC helps you to learn more what you can really use in everyday living.

e. I think it is a very good program.

f. No comment.

g. Students need more guidelines and direction.

h. I didn't know about the "contract" and would like to find out more and then could pay more attention to the student in terms of evaluating. I would have liked to receive his final evaluation papers earlier than the three months that passed after the completion of the course.

i. Kind of seeing this from perspective of parent, but I can speak for other resource persons as well. The form for Tri-C is same (inappropriate for college profs) as from any other resource person. CULC does not accept Tri-C's regular grade. My daughter feels she is at a disadvantage to have the prof fill that form out--immediately identified as a "special" case. That's one thing I like to see changed with CULC. There has been no satisfactory explanation given, except that these forms must be filled out.

j. It takes a lot of self-dsicipline and responsibility to do it on your own--this student has it and so it's a good thing. I do wonder if all the kids can handle it--they might be a little closer to the students and what they are up to. I'm sure he has learned a lot more from us than from anyone else--they should help him more at CULC with his learning experiences.

k. If student comes from program of that type, the resource person should probably receive more information about that program in order to know what's going on. I have no idea when CULC started, etc. No follow-up afterwards, number of students, etc.

l. It just wasn't organized enough--I don't think the student knew what was required of her: not punctual.

m. Need to evaluate lines of communication.

CLEVELAND URBAN LEARNING COMMUNITY EVALUATIONS

June, 1980

Compilation of Parent/Parenting Person Interview Responses

Total Number of Parent/Parenting Person - 60

Number Required - 15

Completed Interviews - 16

1. CULC staff have told us that the school attempts to build a community there. How helpful have parents been in building community spirit? (Range of 1 - 10; 1 - low, 10 - high).

   N = 13
   Mean = 5.5

1a. How helpful have you been in building community spirit at CULC?

   N = 16
   Mean = 3.8

2. How much do the CULC teachers and staff members help to develop a sense of belonging for students?

   N = 16
   Mean = 8.7

3. How well do you think your child has developed respect for the differences in others?

   N = 16
   Mean = 9.3

4. How well do you think your child has developed tolerance toward others?

   N = 15
   Mean = 8.9

5. How well do you think CULC does in building community spirit?

   N = 14
   Mean = 9.0

6. Name up to five things you feel your child is gaining by attending CULC rather than a typical school.

a. Tremendous self-confidence
Tolerance of others
More aware of real world
Independence
Self-reliant

b. Respect for people
Respect for parents
Knowledge of writing
Knowledge of vocabulary
Knowledge of reading

c. Interest in helping others--especially children at present

d. Personal attention which she needs
Counseling
Studies not forced on her

e. More satisfied to go to school
Getting more out of it
Wasn't satisfied with typical school even though typical school was satisfied with her--
Intelligent girl--"seems so satisfied."

f. Mixes with people without fear of coming or going
"Learned something"
"Does homework."

g. More responsible
Can do more things here than at public school
More experience (doesn't have to sit in class)
"Doing better."
Volunteering at McCafferty Center

h. Doesn't get upset
Doesn't hear cussing or fighting
Likes the teachers and kids
Crazy about the secretary
Enjoys going to school--comes home calm

i. Accepting and tolerating differences in staff and students
Self-responsibility for education has been a good experience

j. Is happier because of less restrictive environment;
Their philosophy is based on rewards rather than punishments (which is philosophy of this family)
Child is taking academic work at CCC which was a primary reason for going to CULC and which was impossible at the typical school; this has been very good for the child.

k. Child was mature and bored and self starter; he learned to handle self.
Learned how town works, how to use public transportation; feels comfortable getting around town; Planned his own schedule of study and work (on his off-school hours).

6. Continued from previous page.

l. Has stayed in school--child wouldn't have otherwise.
Pursued her interests and needs
It has enabled child to do things that get her closer to her goals in life--at least as child sees courses and activities being useful to her.

m. More freedom of thought
Independence
Self-dependence--this is recent in just the last few months

n. Sense of independence has developed
Has attitude that he wants to take care of things himself
Has confidence that he can take care of things himself

o. Made them (two children) responsible
Gave them something to look forward to that they enjoyed
Gave them time periods in which they could work a little to make some money

p. Student would not conform in a typical school but has learned to be interested in getting a diploma
Student has done some creative things
Parent feels student has gained self-respect
Student feels she is worth something as a person and is worth something to society.
Drug problem is there, too, but staff admit it, talk about it and get the kids to think beyond the present to the long range effects.
In typical school, neither the PTA nor the school authorities would even admit drugs was a problem (teachers even encouraged marijuana smoking).

7. Name up to five things you feel your child is missing by attending CULC rather than a typical school.

a. Not getting a strong academic background
Not meeting as many people in her home community

b. Arithmetic

c. None. He "couldn't hack it at the school he was in, especially with the English and math teachers.

d. "I don't think she is missing anything."

e. No response.

f. Stronger discipline

g. Cleveland School system "stinks" -- can't read.
Not missing too much--"We learned more than they do."

h. Nothing.

i. Basic academic work, e.g., Math, English.
Has not been exposed to diversity of people she'd have met at public school (CULC has a sub-culture of its own).
Extra-curricular activities and social activities.

j. Child is not writing regular themes (e.g. weekly) and getting criticism of her writing. This is a great loss to child.
Staff is unable to handle the basic skills, e.g., give a good foundation in math and English, so student suffers.

7. Continued from previous page.

   k. Association with local community.

   l. Nothing is missed because child's needs are being met.

   m. Less tutoring was provided
   He would have been finished by now if he had been in a classroom with a group six hours a day.

   n. They don't have regular classes (not too much loss).

   o. No "crowd" in the neighborhood

   p. Extra-curricular activities
   Student didn't pass the Air Force entrance test; learned she didn't have the "refinements" of formal education, e.g., vocabulary, spelling, writing, etc.

   q. Neighborhood sociability - lacks a sense of belonging to the neighborhood, but has a sense of belonging to the city.

8. How closely does the CULC curriculum match the expressed needs of your child?

   N = 15
   Mean = 9.0

9. Do you attend meetings at CULC? Often, rarely, never.

   Often 4
   Rarely 5
   Never 7

10. Have you been asked to volunteer in CULC activities? Often, rarely, never.

    Often 6
    Rarely 4
    Never 5

11. If you were to select a school for your child at this time, would you still choose CULC?

    Yes 13
    No 2

13. Are there any comments you wish to make about CULC before the interview is completed?

a. Feels badly that CULC has to work so hard for money...
For my daughter it has been marvelous.

b. I think its a fine school--
Child got a job and is paying own tuition
Child helps older relative
Child is helping other students--is extremely helpful at home now and wasn't before
Kids just needed a chance

c. No response.

d. CULC staff is warm and took time to explain things before daughter entered. "Wish I could be more involved in fund raising, etc. but just haven't been able."

e. We are proud of our daughter--CULC did wonders.

f. Counselors should contact parents more often--no progress report.

g. CULC should keep going--good school.

h. Can't understand why school is having trouble collecting tuition--it is not that much.

i. Weakness in CULC is that they don't require basics.

j. Note: Parent is concerned about the administration of CULC: why wasn't this financial problem handled earlier? (Teachers have not been paid for about 7 weeks and won't get pay for rest of year.) There hasn't been much pressure to pay tuition.

k. CULC handled an altercation over discipline very well. Glad it has been there!
Because parent is employed and lives outside of Cleveland, found participation difficult.

l. Is very much for CULC--not the parent's kind of school, but definitely serves a need for the kids who don't fit into the typical school patterns.

m. Work has prevented parent's participation.
Tuition is very reasonable.
Feels sorry "for them down there--they really need help."
Offered to bake for fund-raiser.

n. No response.

o. Likes it! Kids and parent are happy.

p. The staff is exceptional, very caring, giving of self. You can call them day or night and they listen, talk with students, try to work out problems. (They are aging fast--maybe have no time for themselves)
Not many places have a staff like that!

12. Please explain your response.

a. The needs of my daughter could not have been met in the typical school.

b. She couldn't make in regular school - Can get to teachers with problems; Has counselor who calls parent.

c. No response.

d. "It fits the need for my daughter."
"Teachers in public school are lowest."
"She had gained the reputation of being tough and things were blamed on her--she felt that if she was going to be blamed, she might as well do it."

e. Because she is so happy--works at home on studies. Will be going to Notre Dame for college. Accepted at three colleges. Determined child.

f. In order to get him into school. Racial trouble was very bad at public school and can not afford private school.

g. It is a "real good" school. My daughter skipped school and quit before CULC."

h. Nice school. Like teachers; students like my son. "Only school I would suggest for anybody."

i. Missed academic work; very bright girl. Would have preferred grades 10 and 11 at public school and 12th at CULC so that student would have a basis in skills (academic) and then could do artwork and other things and still be ready to go to college.

j. Right now everything seems uncertain because of finances at CULC. Parent doesn't want to see child screwed up. Child has lost one instructor already due to lack of finances at CULC.

k. Son was bored; his grades were going down--this experience was really what he needed. Parent is very happy with CULC.

l. Meets child's needs. Child would never have finished high school at the traditional school.

m. Does not work well as an individual on his own.
Needs to work under a teacher who pushes him.

n. Didn't make out well at typical school--had a lot of trouble keeping out of drugs and was threatened by gangs. Was a good school academically, but was afraid to go to school.

o. Kids enjoy it. They like the teachers; had a hard time getting along with teachers in typical school. They do better at school work. Teachers have time to give personal attention to kids.

p. It is not "my kind" of school, but it keeps her home, studying, maturing, disciplining herself.

Cleveland Urban Learning Community Evaluation

Compilation of St. Ignatius Interview Responses

(In person Interview)

1. How do you determine that a student recommended for graduation by the CULC staff has indeed satisfied your requirements for graduation?

   Review transcripts personally with director of CULC. Given a student's file (1 to 2 inches) with courses he has taken. Validates number of credits with director of CULC.

2. Do you assume the CULC students have to meet the same general standards as do the students at St. Ignatius? If yes or no, please explain.

   Has to be assured student schieved minimum State of Ohio requirements (major difference is theology). A St. Ignatius graduate would require about another year's credits.

3. How comfortable are you with your role in certifying program completion for a CULC student?

   (Scale of 1 - 10; 1 - low, 10 - high)

   Rating: 6

4. If you were reconsidering your relationship with CULC, would it remain as it is?

   Yes - personally it is fine and good. Relationship of St. Ignatious School could be improved, enhanced and better developed.

5. Please explain your response.

   Not an on-going, day to day relationship. The official liasion between St. Ignatious and CULC is the principal. Board of Regents has responsibility for CULC and has delegated authority to principal and school.

6. Are there any comments you wish to make about CULC before the interview is completed?

   CULC is a credit to itself and to St. Ignatius, that had foresight ten years ago to lend its name to an alternative school. Would like to have had more continuity of directors. There have been about 5--wish we could say there had been 2.